

Subject: English III Honors (50 minutes)

Topic: Julius Caesar & Divergent

Title of Lesson: Choosing Day

Objectives:

1. Students will collaborate within factions (their groups) and as a whole class in order to decide which characters from *Julius Caesar* belong in each faction from *Divergent*. ([CCSS.ELA-LITERACY.SL.11-12.1.B](#)) (E3-1.1)
3. Students will explore the text (*Julius Caesar*) in order to defend their claims. ([CCSS.ELA-LITERACY.RL.3.1](#)) (E3-2.2)
4. Students will use context clue drawn from text and use them to write a narrative of their “experience” on their first day in their new faction. ([CCSS.ELA-LITERACY.W.11-12.3.D](#)) (E3-5.2)

Purpose:

The purpose of this lesson is to help the students to feel as if they are really a part of the world of *Divergent*. It will do so by putting them in the shoes of the protagonist, who we met the last class in our first reading of the novel. Students will take this knowledge and apply it to what they have learned in our time reading *Julius Caesar*. This lesson marks the beginning of a few weeks of drawing similarities between the two works.

Materials:

- Copies of *Julius Caesar* (25)
- Copies of *Divergent*
- Envelopes with factions of each students inside (25)
- Whiteboard

-Reader Response Journals (25)

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Procedures:

Procedures for *Introducing* the Lesson:

Students will walk into the room knowing that today is “Choosing Day.” We read Chapter One of *Divergent* last class period, and I had the students take Meyers-Brigg personality tests, which I have evaluated. I decided not to read further with them because I would rather them make their decisions based on descriptions of their faction rather than what characters in the novel have done. Based on their results, I have placed them in factions. Students will come into the room and retrieve their notebooks. There will be a prompt on the board:

1. Which faction do you believe you belong in? Why?

I will give them a few minutes to answer this prompt, during which time I will place an envelope on their desk with their name on it. Inside the envelope is their chosen faction. Some students are divergent and their choice is not clear cut. Others will change factions. I will instruct them not to tell their neighbors what their result was. At this point, I will pull up a Word Document on the Whiteboard with the symbols of 5 factions: Dauntless, Abnegation, Candor, Amity, and Erudite. Student will be given a moment to reflect in their journals that results that they have been given and the choice that they will make.

2. Will you betray your faction? Will you remain loyal? Can you make a decision without understanding the consequences?

Then, I will begin the Choosing Ceremony. Students will come up, one at a time, and write their name under their chosen faction. Around the room they will notice signs that designate where their new group will sit. When we are through, all students will have chosen their faction, and most groups will have a divergent among them that they are not aware of.

(15 minutes)

Procedures for ***Developing*** the Lesson:

Though we have shift gears towards *Divergent*, I would like for the class to make a list of the major characters in *Julius Caesar*. I particularly would liked for the class to choose factions for Caesar, Marc Antony, Cassius, Brutus, Portia, Calpurnia, Octavia, Casca, Flavius and Decius. If we have some time, we can explore a few more characters. At this point in time, we will use our knowledge of their personalities and descriptions of each faction and place them into their factions as well. We will do this by listing the attributes of each faction and deciding which one of these factions best fits the characters. In completing character profiles (Milner, 256) as a whole class, we will form a cohesive idea and a even give ourselves a bit of a review of the character traits of each of the characters in *Julius Caesar*.

(15 minutes)

After this discussion, I will put another prompt on the board. Students will be asked which faction they believe best describes Ancient Rome. I am looking for the students to recognize that Ancient Rome has the characteristics of many different factions, much like the characters in *Julius Caesar*. Therefore, Ancient Rome was very much a divergent. We will take a vote and see which factions students want to place it in. We will keep track of these results on the white board. When we are finished with our discussion, the students will be charged with the responsibility of defending the actions of the characters in their faction. (ex: Julius Caesar would most likely be Dauntless--defend him while the Erudite defend Brutus.) We will go through this with a variety of characters. Brutus v. Marc Antony, Cassius v. Brutus, Portia v. Brutus and Decius v. Caesar are just a few examples. Students will have a few moments to pull evidence from the text to support their claims. This activity will run about (10 minutes.)

Procedures for ***Concluding*** the Lesson:

After our activities, we will read another chapter of *Divergent* as a class. I will read the chapter aloud, and if there are any volunteers, I will allow them to read. I will not make any of the

students read if they are uncomfortable. We will read for about 7 minutes, at which time, I will tell the students that they need to read to Chapter 8 for homework and complete a short written assignment. The assignment is attached below. Students will hand in their reader response journals as exit slips.

(10 minutes)

Evaluating/Assessing the Learning:

During the lesson: Because this lesson is largely discussion based, I will assess and monitor

learning by walking around the room during individual and group response work, and acting as facilitator during our “debates.” Students who participate will be given 1 participation point.

After the lesson: Students who have completed meaningful reader responses and provided

insight within the class period will be awarded another 1 point towards participation. Students are expected to complete their short written assignment as well for homework.

Graphic to be used during "Choosing Ceremony"



HOMEWORK ASSIGNMENT

As readers, we get a unique perspective from Tris' point of view. Please write a 1 page reflection on your first day as a new initiate in your chosen faction. Reflections will be written in the 1st person (from your POV.) Have fun with this assignment! Keep in mind that you cannot possibly know everything about your faction yet, but you can make inferences based on the text and create your own experience.

*This reflection is important because by the end of the novel we will have a better understanding of all factions and we will be re-writing our experiences.

*Homework is due tomorrow at the start of class.

Accommodations for Diverse Learners:

Student Living in Poverty:

- Student will be given ample notice of deadlines
- Student will be offered extra help on assignments given
- Student will be offered use of school technology to type this assignment. If student prefers to work from home and shows the capability to do so, I will allow the student to hand write the paper, so long as their handwriting is legible.

Student with a Physical Challenge:

- All 504 accommodations will be made.
- Aside from general accommodations listed, I will ensure that any group work done will take into account that the student does not have to move from their seat--unless they wish to do so and it is within their physical ability.

English Language Learner:

- All 504 accommodations will be made.
- ELL student will be given copies of all handouts and rubric in their native language.
- Student will also be given a copy of William Shakespeare's *Julius Caesar* and *Divergent* in their native language. Group discussion will help student to become more comfortable speaking English with their classmates.

High Achieving Student:

- Class discussions and assignment allow student free reign over what they would like to say contribute to the class.

At Risk Student:

- Student will receive physical copies of all handouts.
- Student will have a chance to interact with classmates during group and partner work
- Student will have the chance to reflect on their own opinions, making the material more interesting.
- Whole class discussion will enable student to feel heard, especially creatively.

Student on the Autism Spectrum:

- All 504 accommodations will be made.
- See general accommodations.

Work Cited

1. Milner, Joseph O'Beirne, Lucy Floyd Morcock Milner, and Joan F. Mitchell. *Bridging English*. 5th ed. New York: Merrill, 1993. Print.
2. Shakespeare, William, and Susan P. Cerasano. *Julius Caesar*. New York: W.W. Norton, 2012. Print.
3. Roth, Veronica. *Divergent*. New York: Katherine Tegen, 2012. Print.